

CORRELATION BETWEEN EXTROVERT CHARACTER AND SPEAKING ABILITY ON FIRST YEAR STUDENTS IN ENGLISH EDUCATION DEPARTMENT OF STAIN MAJENE

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Abstract

This study discusses how significant the relationship between extroverted character and students' speaking ability is. With data obtained through questionnaires distributed to as many as 36 students in the first year of STAIN Majene English education, it was found that 15 of these students were students who tended to fall into the extrovert category. In this study, researchers used a quantitative approach to measure the extent of the relationship between the two variables. After distributing questionnaires to classify which students had extroverted characters, the researcher then measured speaking ability by giving short readings for students to read and found that all of them had a fairly good average speaking ability score with a score of 78.8. To measure the significance of the relationship between the two, researchers used the Pearson product moment correlation analysis method to measure variables. After conducting the analysis, it was found that the significance level of the correlation was 0.986, meaning that there was a fairly close relationship between extroverted character and the speaking ability of English language education students at STAIN Majene.

Keywords: *Extrovert, speakin ability, students*

INTRODUCTION

Speaking is one of the most crucial components of communication. This skill is commucative because there is an alternate of ideas, opinions, informations, to shape a preferred thought or concept. Of course, in speaking someone have to be good at conveying the object of conversation clearly, logically, and systematically so that the intent and purpose of the conversation is able to be understood by others.

According to Harmer in Taringan (1990), speaking skills can be obtained through three things, namely introducing a new language, training, and communicative activities. But in reality, there are still many of them who are still hindered from speaking, precisely because of the psychological factor itself. Such as fear of being wrong in grammatical, pronunciation, fear of being ridiculed or ridiculed by others, low self-confidence, and so on. Ladouse (1991) adds, speaking is the ability to express oneself. This is something that we must pay attention to together seeing that there are still many people whose speaking ability is constrained due to their own internal factors. Raba'bah (2016) argues, the factors causing the difficulty of speaking English among learning EFL Students involve many aspects, such as: cognitive, psychological, and psychomotor aspects.

In general, fear of failure in speaking turns out to be the main trigger for a person's lack of interest in communicating, especially when these skills are related to how to convey the desired meaning to others. This will cause the confidence to express opinions will be lower so that it gives birth to a perfectionist attitude or always wants to be perfect and tends to eliminate mistakes which can lead to negative attitudes.

Personality is considered to be a determinant of a person's ability to speak. As we all know, speaking can be developed through a process of practice and continuous communication. Of course, people who have personalities like Extroverts who have a confident attitude will be easier to adapt when expressing their opinions in public. They

will not be too anxious about what will happen around them. This advantage will certainly be a plus in building connections with others, especially in speaking skills.

The infrequent practice of speaking English inside and outside the classroom among students is an interesting thing for further research. At STAIN Majene, there are still many students in English education who rarely exchange information in English. They learn how to compose sentences, grammar, memorize vocabulary, linguistics, even the history of the English language. However, when they are asked and invited to discuss, talk, etc., they still use their mother tongue. How could they possibly develop their language skills?

The biggest problem most people have in developing their English speaking skills comes from a mindset that makes them depressed and burdened. Students are sometimes too shy and afraid to make mistakes in speaking. Researchers consider that this is a problem that most people should know about how the correlation between extrovert character and the ability to speak English. To change their habits, extrovert personalities need to be known so that the potential in a person can be developed to the fullest and become a solution for introverts to be more open and brave when conveying ideas and communicating in public. Extroverts are personalities who are more likely to enjoy an active free space by being sociable and like to talk to people around them.

Therefore, departing from some of the problems above, the researcher wants to find out to what extent the significance of the relationship between extroverted character and the speaking ability of students in the first year of the English Department of STAIN Majene.

METHOD

This study uses a quantitative approach with a correlational research design as a way to collect data on students who have extroverted characteristics and measure speaking ability. In this study, correlation analysis was used to measure the extent of the significance between the two variables. As explained by William (2011) that the quantitative approach is the answer to research statements that require numerical data. Donald Ary (2004) added that correlation studies are concerned with determining the extent to which the relationship between the two variables is available.

Cresswell (2012) explains that what is meant by population is individuals or those who have the same types and characteristics. In short, population is a collection of objects that come from the same group. Therefore, it can be seen that the overall population in this study was 34 first-year students of the Department of English Education at STAIN Majene (Tadris English at Majene State Islamic College, 2021). Sample In this study, researchers will take non-probability sampling. Because in determining the sample we provide an opportunity for all members of the population to participate. In this case the researcher will focus more on the type of consecutive sampling because the number of first year students only consists of 34 people and only one class. By using this type the researcher will select samples sequentially by determining the subject and criteria related to the extrovert character test. The end result, people who meet the criteria will be collected as respondents.

By using a non-probability sample type, the researchers only focused on first-year students majoring in English at STAIN Majene, totaling 34 people and only one class. This type of sample is used to select samples sequentially by determining the subject and criteria related to the extrovert character test. The end result, students who have met the criteria will be collected as respondents.

In collecting data, researcher applied the following steps:

- a. Researcher will prepare questionnaires and tests. The questionnaire was conducted with the intention of knowing how many students have extrovert characters in the class. While the test, aims to measure the extent to which a student's skills in speaking.
- b. The researcher will ask for permission from the Head of the English Education Department to obtain and collect samples from 34 first year students in the English education department of STAIN Majene.

- c. The content of the questionnaire has 57 question items that refer to a personality test called the Eysenck Personality test - EPI (Eysenck Personality Inventory). And the test is in the form of speech snippets from famous people.
- d. Students who have been classified as extrovert characters will be given a test in the form of a narrative to be read later and then recorded in the form of video.
- e. After that, the researcher will be responsible for and analyze the results of the tests given.

RESULT AND DISCUSSION

The findings of this study classify students' extrovert character levels with questionnaire scores, identify students' speaking scores and analyze the correlations below:

- a. Classification of student's speaking score.

**Table 1.1
Distribution of students' Speaking Frequencies and Percentage**

Score	Criteria	Frequencies	Percentage
90-100	Very good	4	27%
80-89	Good	4	27%
70-79	fairly good	5	33%
60-69	Poor	1	6.5%
0-59	Very poor	1	6.5%
Total		15	100%

Table 4.1 shows that 4 (27%) students are very good at speaking, 4 (27%) are good speaking, 5 (33%) are fairly good speaking students, 1 (6.5%) are poor speaking students, and 1 (6.5%) students who are very poor speaking. That means that the highest percentage of students is fairly good which has a percentage of 33%.

- b. The mean score of students speaking ability

**Table 1.2
The mean score Student's Speaking Score**

Mean Score	78.8
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These results indicate that the mean student speaking score in the first year of the STAIN Majene English education department is fairly good speaking.

- c. Result and classification of students extrovert character score

**Table 1.3
The Descriptive Statistics of Eysenck Test Personality**

N	Range	Minimum	Maximum	Sum	Mean
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Eysenck Test	15	9	13	22	282	18.8
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From the statistical data above, we can see that the range is 9, the minimum value for the test results is 13, the maximum value for the test is 22. The total score is 282 with mean 18.8. This indicates that the extrovert level of the total sample of 15 first year students majoring in English education is Extrovert.

d. The distribution of students' extrovert characters

Table 1.4
The Distribution of Extrovert Character

Score Interval	Criteria	Frequency	Percentage
19-24	Bright Extrovert	8	53%
13-18	Extrovert	7	47%
12	Low Extrovert	-	-
Total		15	100%

From the distribution table above, we can understand that as many as 8 students have bright extrovert characters (53%), 7 students have extrovert characters (47%), and 0 students are at the low extrovert level.

e. Manage correlation coefficient using Pearson product moment.

$$\begin{aligned}
 R_{xy} &= \frac{15(92614) - (1151)(1182)}{\sqrt{[15(90.271) - (1151)^2][15(95.146) - (1182)^2]}} \\
 &= \frac{1389.210 - 1360.480}{\sqrt{[1354.065 - 1324.801][1427.190 - 1397124]}} \\
 &= \frac{28.728}{\sqrt{(29264)(30.061)}} \\
 &= \frac{28728}{\sqrt{879.705.104}} \\
 &= \frac{28728}{29.659,82} \\
 &= \mathbf{0,968}
 \end{aligned}$$

The calculation result above shows that there is a significant correlation between extrovert character and speaking ability, which is 0.986. It means that the initial hypothesis is accepted and the null hypothesis is rejected. There is a significant correlation between extrovert character and speaking ability of students in first year students in English Education of STAIN Majene.

Table 1.5

Classification of Correlation Level	
r Values	Interpretation
0.800 - 1.00	High Correlation
0.600 - 0.800	Quite High Correlation
0.400 - 0.600	Fairly Low Correlation
0.200 - 0.400	Low Correlation
0.000 - 0.200	Very Low (there is no correlation)

From the results of the extrovert character analysis by applying the Eysenck Personality Test, the results shows that 15 students who have extrovert characters from the first year in English education with an average extrovert level that almost reaches bright extrovert, which is 18.8. It shows that the overall sample selected has the nature of trust, willing to be open to others (expressiveness), and feel comfortable in social situations or crowds (Eysenck and Wilson, 1975).

The results of speaking shows that all students who did the speaking test got fairly good with an overall average score of 78.8. As stated by Brown (2004) that fairly good speaking are those who speak and are slightly influenced by their mother tongue with some errors which are dominated by lexical and grammatical errors.

Furthermore, the results of the correlation coefficient indicate that the alternative hypothesis is accepted and the null hypothesis is rejected. This shows that there is a significant correlation (0.986) between someone who has an extrovert character and speaking ability in first year students majoring in English education.

By seeing the significant correlation between extrovert character and speaking ability, the researcher wants to discuss and analyze related research to strengthen the research results obtained.

First findings, Aprilia (2021) who examined the relationship between Introvert and Extrovert personality showed that there was a significant relationship between personality type and a person's speaking ability. This type of research is quantitative by collecting data by distributing 15 items of questionnaires to students to classify their personality types. After testing the hypothesis, the results showed that there was a relationship between a person's personality and their speaking ability. The data was obtained by analyzing SPSS and Pearson's Product Moment formula.

Second findings, In Hidayat's research (2018) which investigated the effect of Introvert and Extrovert personality types on speaking ability, there were differences. The results of the study concluded that someone who has an extrovert character will tend to have better speaking skills than someone who is introverted.

Third findings, The results of research conducted by Meikasari (2010) show that someone who has an extrovert character will not be susceptible to being influenced by

speaking anxiety. This is because someone who has an extrovert character will be able to be calm, have high self-confidence, like humor, and others. Using the moment analysis technique, this study shows that the higher the level of a person's extrovert character, the lower his speaking anxiety will be.

Fourth findings, Research conducted by Sukoyo (2013) which examined the relationship between extroverts and mastery of speaking showed positive results. There is a significant correlation between the two variables. In this study, it was stated that the contribution of extrovert characters to a person's speaking ability was 75.1%. The data collection technique used in this study was in the form of questionnaires and tests which were given to 30 samples randomly using correlation and multiple regression research methods.

In the *fifth study* conducted by Prayitno (2018) which investigated the correlation between Introverts - Extroverts on a person's speaking ability. In this study, it was tested on 30 samples from 20 extrovert students and 18 introverted students showing that there was a significant relationship between these two characters and students' speaking ability by showing a significant value of $p = 0.807$. The purpose of this study was to determine the relationship between a person's personality and speaking ability. And using data analysis techniques Kolmogorov Smirnov Test which is used to measure variables.

The *last finding*, in the results of Arif's research (2020) shows that extrovert personality has an influence on all language learning, especially in improving speaking skills. The purpose of this study was to determine the strategies used by someone with an extrovert personality in acquiring speaking skills. Extroverts will always tend to feel open and comfortable speaking English to everyone they meet.

By looking at some of the findings and dialogue above, it can be understood that anybody who has an extrovert character will be greater open in communicating with others. This can be established by using the existence of lookup that discusses the magnitude of a strong correlation between the two variables, particularly extrovert character and speaking ability. Someone who has an extrovert character will have a specific method when talking. Extroverts tend to be true at communicating. They are very clever and initiative in conveying information that is without difficulty generic via others. This is in distinction to any person who has an introverted character who tends to suppose before speaking.

CONCLUSION

Based on the results of the data, the researcher found that there were 15 extrovert students obtained from 36 samples with a mean score of 18.8 and overall speaking ability of first year students majoring in English education got fairly good in speaking with a score of 78.8. Furthermore, the correlation coefficient has a very high significance value with a high correlation value of 0.986 (there is a high correlation significance between the two variables).. In conclusion, the 15 students obtained from the initial sample of 36 students showed that there was a correlation and relationship between extrovert characters and the speaking ability of firstyear students in English education at STAIN Majene.

From the results of the study, the researcher stated that personality factors such as extoverts were a problem that must be considered together because personality characteristics are very related to speaking skills. With the type of personality that a person has, they will have their own factors, strategies and influences in maximizing their potential. For further researchers, it is expected to be able to find the right strategy for each personality type in order to maximize the potential of their speaking skills. Given the significance between extrovert character and speaking ability, further researchers are also advised to look for factors that affect speaking skills themselves.

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